

Shifting your School Culture from ~~Teaching~~ to Learning

Leading Change Conference
June 26th

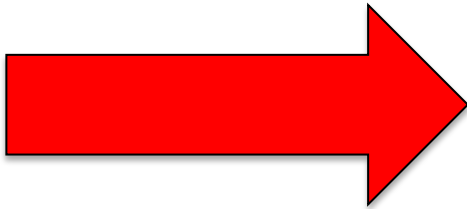




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How & why do cultural shifts happen?



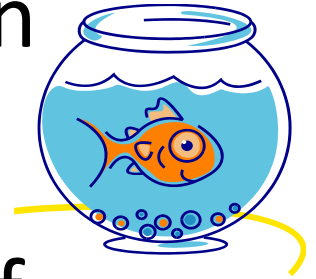
How did we go from this.... To this?

Does it happen on its own or can it be designed and driven?



Our Workshop in Three Parts:

1. Examining the role and expression of **organizational culture**
2. Understanding the relationship of teaching for learning **beliefs & practice**
3. Utilizing **“leadership leverage points”** to focus the momentum differently



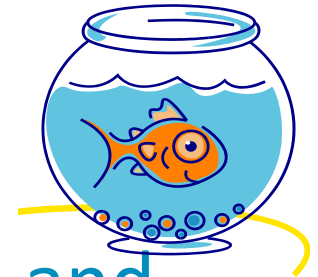
What is the power of collective organizational culture?

(At your table, brainstorm specific examples of what the culture dictates for those in the organization?)



Understanding Collective Culture:

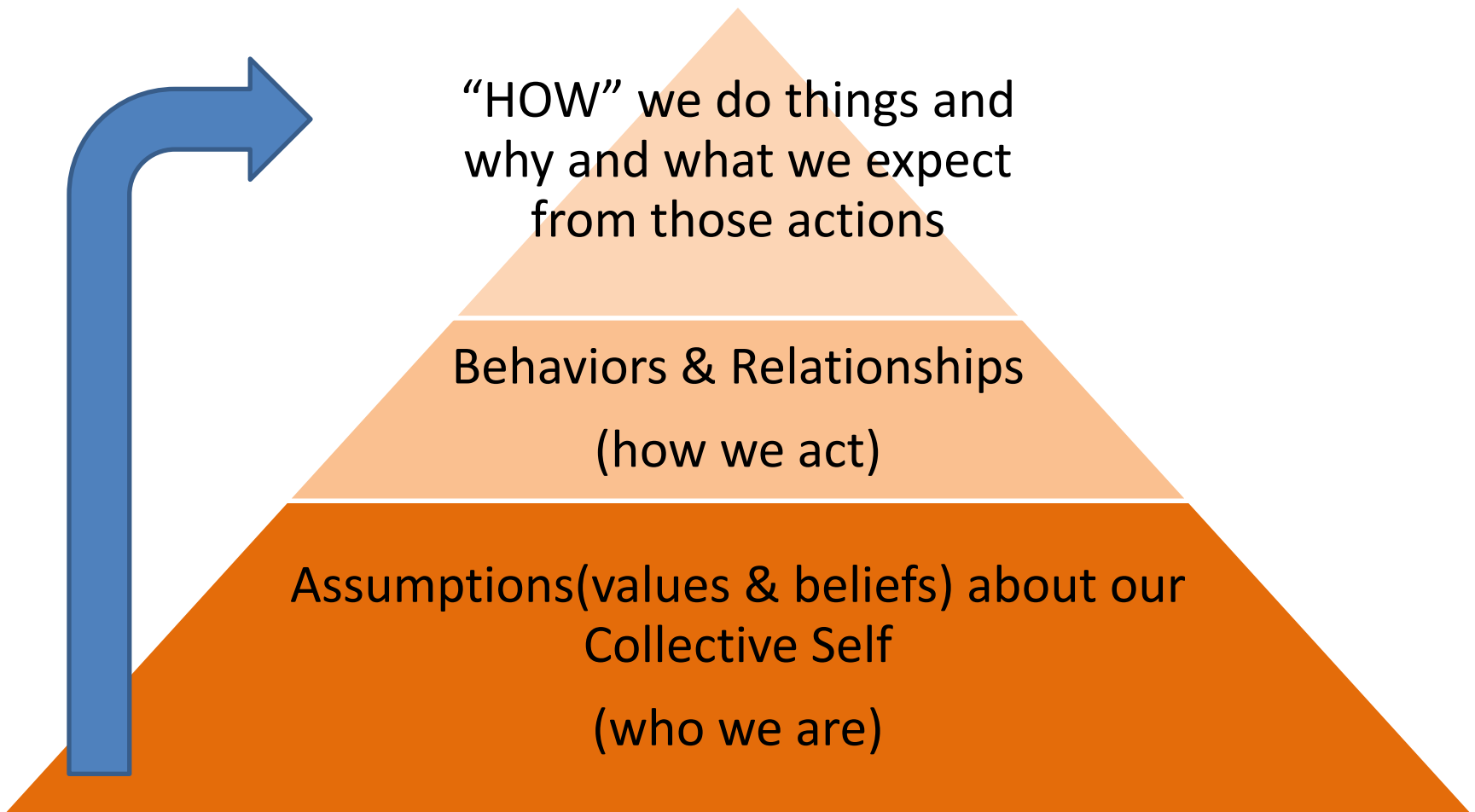
“Individually and socially constructed values, norms, and beliefs about an organization and how it should behave.” (Hord, 2008)



“The assumptions, beliefs, expectations and habits that constitute the norms for a school.”
(DuFour 2006)

Norms = standard, acceptable pattern of behavior

Culture Guides Us at 3 Levels



The collective culture =
our “Mental Models”

*We see and believe what we are conditioned
to by our context and experienced history*



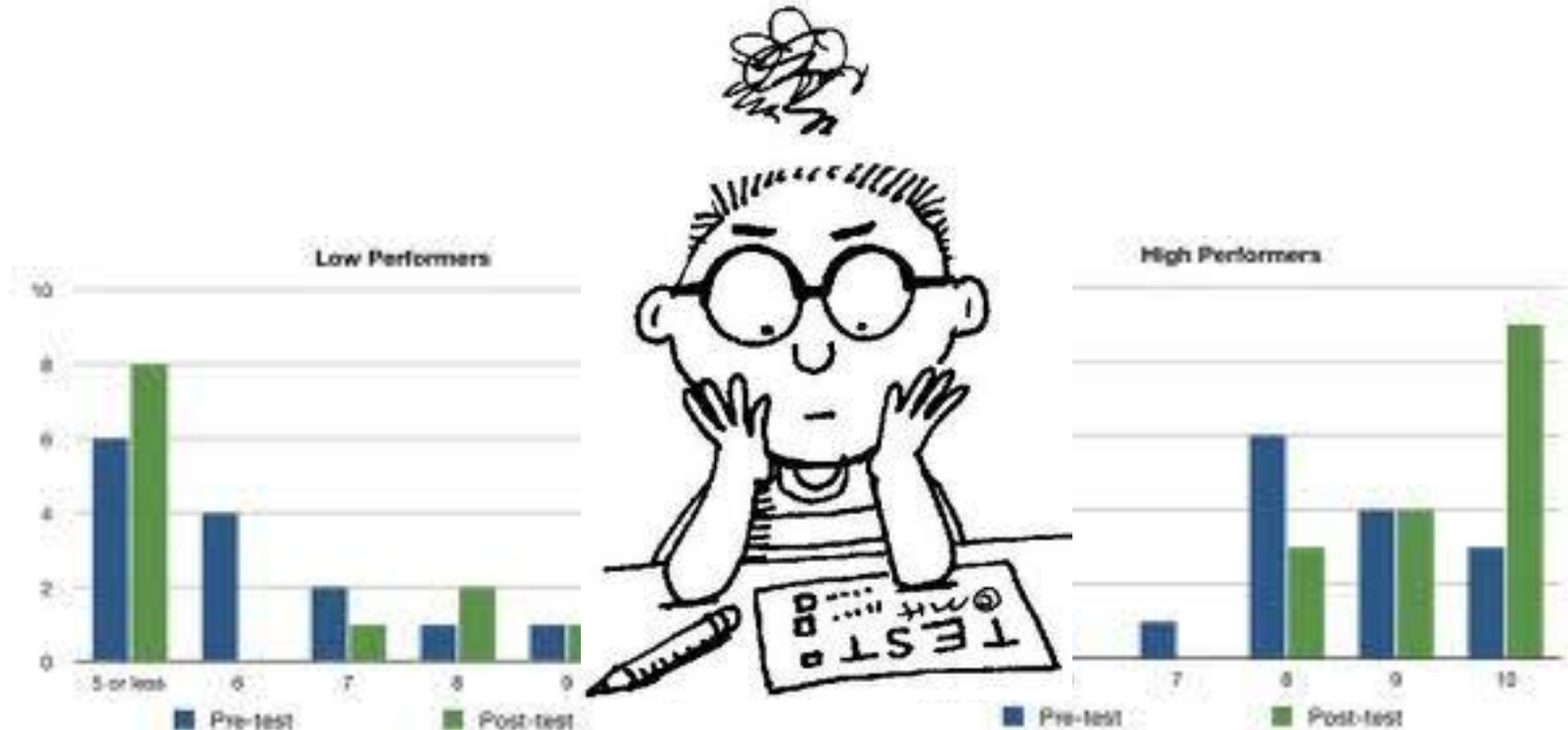
Does a teaching-focused culture mislead us into thinking we have fulfilled our purpose of *learning*?



It's NOT
“Teaching and Learning”
It IS...
“Teaching for Learning”

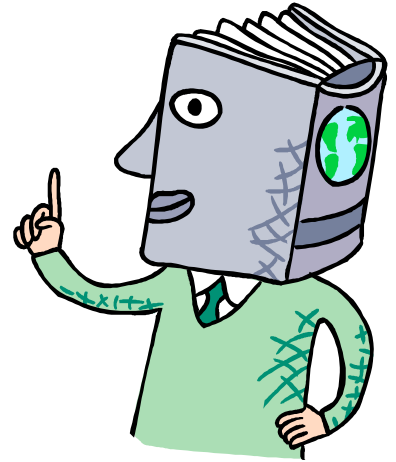


just looking at data or test results



Part 2: The input \neq output problem

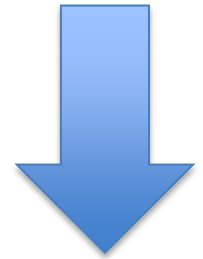
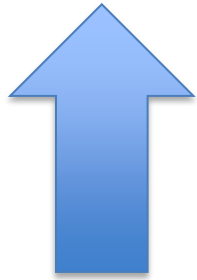
- ✓ When teaching does not produce quality learning
- ✓ When learning needs or expressions do not fit the “mold”
- ✓ When the schooling format does not allow flexibility for learning



Or...when you google “learning” and
this is the picture you see...



Examining “beliefs” about learning is a good starting point as a lens to look at what we are actually practicing in our daily teaching in classroom...



Given that teaching is a highly contextualized set of decisions, it should not be judged as “right or wrong” but by its results.

Close read: “*Principles of Learning and Their Implications*” (by Peter Hill)

- 1) *Effort Produces Achievement*
- 2) *Learning Is About Making Connections*
- 3) *We Learn With and Through Others*
- 4) *Learning Takes Time*
- 5) *Motivation Matters*

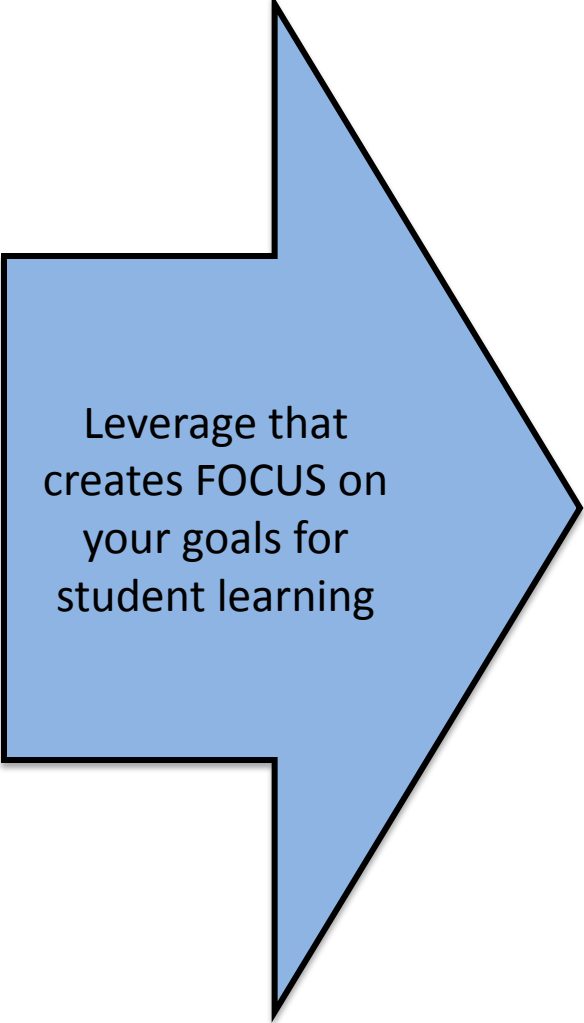
If we practiced this principle, what would we see in our classrooms?



...extend your thinking about the “implications”

3. Utilizing leverage points to start the momentum and focus

- ✓ Teaching assignments
- ✓ Time use and flexibility
- ✓ Money resources
- ✓ Talent/People resources
- ✓ Physicality and logistics
- ✓ Creating conversations
- ✓ Setting meeting agendas
- ✓ Decisions of support or withdrawing participation
- ✓ Class offerings



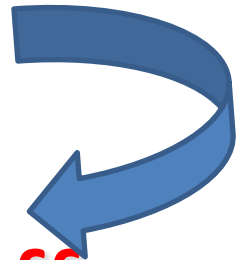
Leverage that
creates FOCUS on
your goals for
student learning

What is your leverage point?

As a school leader, you have control over the
structures, resources and processes
which can create

new experiences for your staff

with a desired outcome of altered behaviors
which can help a *shift in values & beliefs*



Consider these structures, resources, and processes over which you have control:

Physical Plant: what is on the walls, signage, environmental feel, room use ,
where do people gather voluntarily (lunch time)

Space & Proximity: how are teachers grouped, where are meetings held, how is the space used

Working Relationships: teams, departments, PLCs, isolation vs. involvement

Traditions/Customs: what gets noticed, valued, celebrated and by whom/how

Use of time: calendar/scheduling, prep periods, faculty /team time for learning

Money: what is/is not funded and supported, who is involved in these decisions

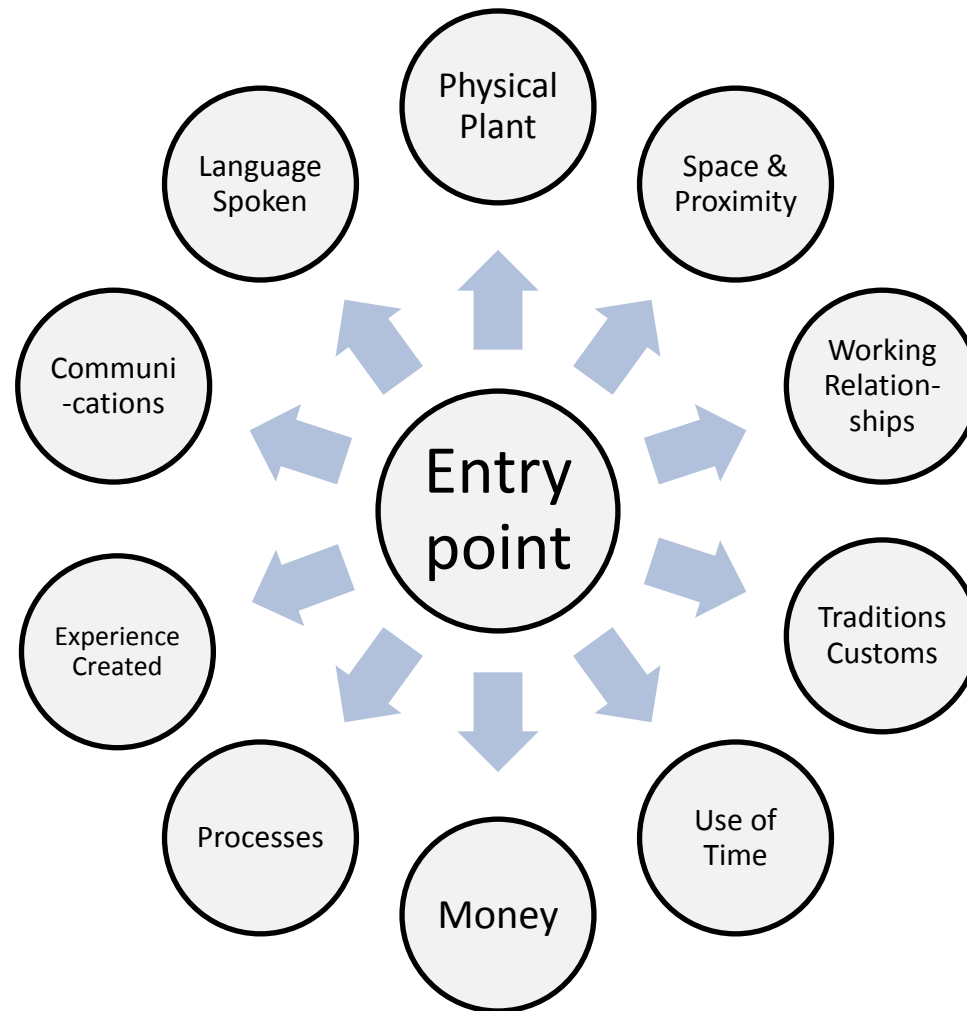
Processes: how are decisions made, how are conflicts managed, how are people involved or kept informed (open or closed)

Experiences Created: how is new learning offered in PD, self-reflection integrated

Communication: what is focused on in content, (what is in newsletters), what media is used, how does communication flow both ways (input/output)

Language that is spoken: what are the phrases and metaphors the leadership uses. What is spoken frequently and reveals the values/beliefs

Reflection: What will be your leverage point and how will you use it to shape the culture you want?



Changing the conversation about what you are observing in the classroom...

1. What did you want the students to **learn**?
2. What **evidence do you have that they** learned it?
3. What did you as the teacher do that most **contributed to the learning**?
4. Given the opportunity to reteach the lesson, what would you do differently that would **improve the learning**?

Evidence of a shift in Instruction

- Curriculum covered
- One opportunity to succeed
- Focus on delivery of information
- Curriculum *learned*
- *Multiple* opportunities for success
- Focus on *assurance* of learning
- Corrective & enrichment loop built in (because *whether* kids learn is more important than *when*)

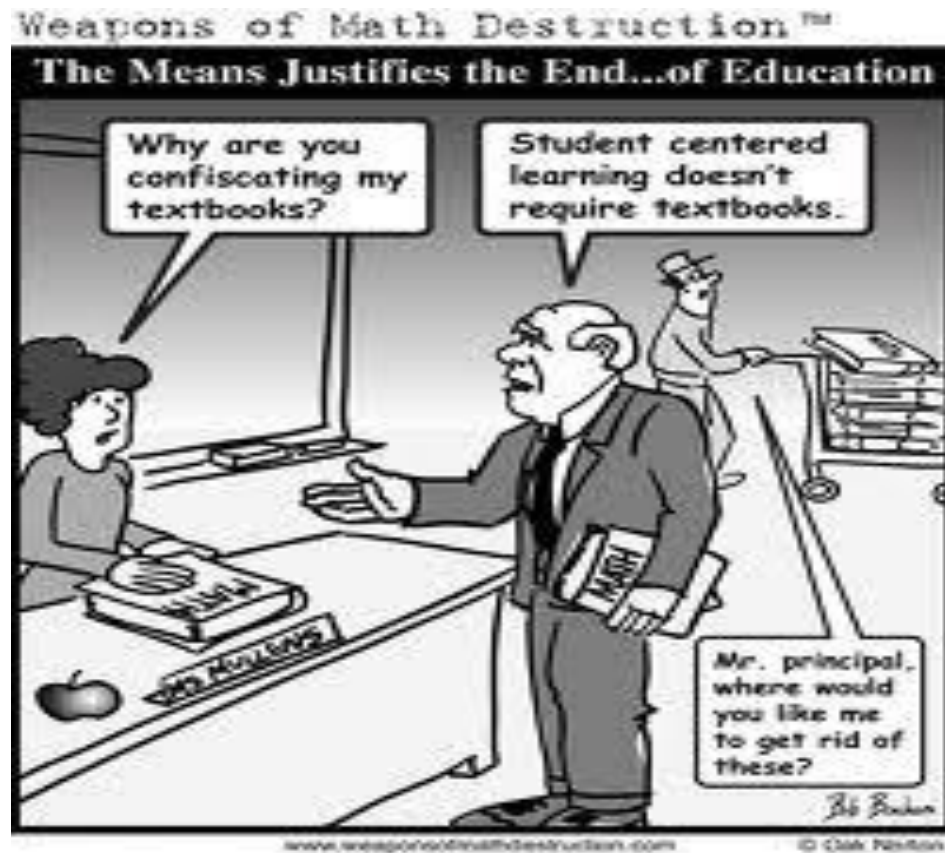
Evidence of a shift in Curriculum

- Textbook defines curriculum
 - Results known only by teacher
 - The “intended” or “taught” curriculum
- *Results* define curriculum
 - Results known by *all*
 - The “*attained*” or “learned” curriculum
 - Daily *student learning goals* are clear

Evidence of shift in Teacher Behaviors

- Teachers teach
- Teachers told how to teach
- Teachers work to meet own needs
- Limited preparation time
- Isolation of staff
- Facilitator of *learning*
- Teachers determine *how to teach*
- Teachers work on *team* needs
- *Expanded* preparation time
- Planned *collaboration* time

Summary...let's be clear about what
a culture of learning means...



Need to Print these Resources?

- Visit <http://www.azed.gov/internal-external-leadership/>
 - Choose the Leading Change Resources link.
- Or Scan the QR Code below.

